



**IMPROVING THE FOURTH GRADE STUDENTS' VOCABULARY  
ACHIEVEMENT AND ACTIVE PARTICIPATION BY USING ENGLISH  
CHILDREN SONGS AT SD MUHAMMADIYAH 01 KENCONG  
IN THE 2012/2013 ACADEMIC YEAR**

|               |                                      |        |
|---------------|--------------------------------------|--------|
| Asas :        | <b>Hadiah<br/>Pembelian</b>          | Klass  |
|               | <b>THESIS<sup>2</sup> 8 JUN 2013</b> | 5      |
| Tema Tgl :    |                                      | 372.44 |
| Jumlah Eks :  | 1                                    | SAR    |
| Bingkatalog : | may                                  | i      |
|               |                                      | c.1    |

By:

**Anggia Dewi Permata Sari**  
NIM 050210491031

**THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

2013



**IMPROVING THE FOURTH GRADE STUDENTS' VOCABULARY  
ACHIEVEMENT AND ACTIVE PARTICIPATION BY USING ENGLISH  
CHILDREN SONGS AT SD MUHAMMADIYAH 01 KENCONG  
IN THE 2012/2013 ACADEMIC YEAR**

**THESIS**

Composed as one of the Requirements to Obtain the S-1 Degree at the English  
Language Education Study Program, Language and Arts Education Department  
The Faculty of Teacher Training and Education  
Jember University

**Written By:**

**Anggia Dewi Permata Sari  
NIM 050210491031**

**THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2013**

## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved parents, this thesis proudly dedicated to you.
2. My husband, thanks for your love, prayers and support to me.
3. My nice daughter, Karinza Matahari “you are my everything”

## **MOTTO**

"Without vocabulary nothing can be conveyed, but you can say almost anything with words."

(David Watkins)

## STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in a part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in a part in the University/ Faculty Libraries in all forms of media, now or hereafter known.



ANGGIA DEWI PERMATA SARI

March 27<sup>th</sup>, 2013

## CONSULTANTS' APPROVAL

IMPROVING THE FOURTH GRADE STUDENTS' VOCABULARY  
ACHIEVEMENT AND ACTIVE PARTICIPATION BY USING ENGLISH  
CHILDREN SONGS AT SD MUHAMMADIYAH 01 KENCONG  
IN THE 2012/2013 ACADEMIC YEAR

### THESIS

Presented to Fulfill one of the Requirements to obtain S – I Degree  
at The English Language Education Study Program, Language and Arts  
Education Department Faculty of Teacher Training and Education,  
Jember University

Name : Anggia Dewi Permata sari  
Identification Number : 050210491031  
Class – Level : 2005  
Place and Date of Birth : Jember, September, 26<sup>th</sup> 1986  
Department : Language and Arts Education  
Program : English Education

Approved by:

Consultant I



Dra. Siti Sundari, M.A  
NIP. 19581216 198802 2 001

Consultant II



Drs. Sudarsono, M.Pd  
NIP. 131 993 442



## ACKNOWLEDGEMENT

Praise to Allah, the Almighty, for giving me guidance and blessing, so that I can finish this thesis entitled *“Improving the Fourth Grade Students’ Vocabulary Achievement and Active Participation by Using English Children Songs at SD Muhammadiyah 01 Kencong in the 2012/ 2013 Academic Year “*.

I would like to express my deepest appreciation and sincerest thanks to the following people who have helped me in the process of accomplishing this thesis, they are:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of the English education Program.
4. The Academic supervisor, Dra. Wiwiek Istianah, M.Kes. M.Ed for giving me support and suggestions to writing of this thesis.
5. The First and Second consultants, Dra. Siti Sundari, M.A and Drs. Sudarsono, M.Pd for their willingness and patience to facilitate and guide me in accomplishing this thesis. Their suggestions and contribution to the writing of this thesis are highly appreciated;
6. All lecturers of the English Education Program who have taught me with various knowledge during my study.
7. The Principal, the English teacher, the staff and the fourth grade students of SD Muhammadiyah 01 Kencong in the 2012/2013 academic year who had helped me to be involved in this research so made me possible to get the research data.
8. All of my friends (in 2005 and 2006 classes).

Finally, I hope this thesis will provide some advantages for the readers. Any constructive suggestion or criticisms will be respectively welcomed and appreciated.

Jember, 25 March 2013

The Writer

## TABLE OF CONTENTS

|  | <b>Page</b> |
|--|-------------|
| <b>TITLE PAGE</b> .....                            | <b>i</b>    |
| <b>DEDICATION</b> .....                            | <b>ii</b>   |
| <b>MOTTO</b> .....                                 | <b>iii</b>  |
| <b>STATEMENT OF THESIS AUTHENTICITY</b> .....      | <b>iv</b>   |
| <b>CONSULTANTS' APPROVAL SHEET</b> .....           | <b>v</b>    |
| <b>APPROVAL OF THE EXAMINATION COMMITTEE</b> ..... | <b>vi</b>   |
| <b>ACKNOWLEDGEMENT</b> .....                       | <b>vii</b>  |
| <b>TABLE OF CONTENTS</b> .....                     | <b>viii</b> |
| <b>THE LIST OF TABLES AND FIGURES</b> .....        | <b>xi</b>   |
| <b>THE LIST OF APPENDICES</b> .....                | <b>xii</b>  |
| <b>SUMMARY</b> .....                               | <b>xiii</b> |
| <br>   |             |
| <b>I. INTRODUCTION</b>                             |             |
| <b>1.1 Research Background</b> .....               | <b>1</b>    |
| <b>1.2 Research Problem</b> .....                  | <b>3</b>    |
| <b>1.3 The Objective of the Research</b> .....     | <b>3</b>    |
| <b>1.4 The Significance of the Research</b> .....  | <b>3</b>    |
| 1. For The English Teacher.....                    | <b>3</b>    |
| 2. For The Students .....                          | <b>3</b>    |
| 3. For Future Research.....                        | <b>4</b>    |
| <br>   |             |
| <b>II. REVIEW OF RELATED LITERATURE</b>            |             |
| <b>2.1 Definition of Vocabulary</b> .....          | <b>5</b>    |
| <b>2.2 The Classification of Vocabulary</b> .....  | <b>5</b>    |
| 2.2.1 Nouns .....                                  | <b>6</b>    |
| 2.2.2 Verbs .....                                  | <b>6</b>    |



|  |           |
|--|-----------|
| 2.2.3 Adjectives.....  | 7         |
| 2.2.4 Adverbs.....   | 7         |
| <b>2.3 The Students' Vocabulary Achievement .....</b>                                      | <b>8</b>  |
| <b>2.4 English Children Songs .....</b>  | <b>8</b>  |
| 2.4.1 The Reasons of Using Songs .....   | 9         |
| 2.4.2 The Guidelines in Selecting Appropriate English Children<br>Songs... ..              | 10        |
| <b>2.5 The Procedures of Using English Children Songs in Vocabulary<br/>Teaching .....</b> | <b>11</b> |
| <b>2.6 The Advantages of Teaching Vocabulary by Using English<br/>Children Songs .....</b> | <b>12</b> |
| <b>2.7 Research Hypothesis.....</b>  | <b>13</b> |

### III. RESEARCH METHOD

|   |           |
|---|-----------|
| <b>3.1 Research Design .....</b>                    | <b>15</b> |
| <b>3.2 Operational Definition of the Terms.....</b> | <b>17</b> |
| 3.2.1 English Children songs.....                   | 17        |
| 3.2.2 The Students' Vocabulary Achievement.....     | 18        |
| <b>3.3 Area Determination Method .....</b>          | <b>18</b> |
| <b>3.4 Subject Determination Method.....</b>        | <b>18</b> |
| <b>3.5 Data Collection Methods .....</b>            | <b>19</b> |
| 3.5.1 Vocabulary test.....                          | 19        |
| 3.5.2 Observation.....                              | 20        |
| 3.5.3 Interview.....                                | 21        |
| 3.5.4 Documentation .....                           | 22        |
| <b>3.6 Research Procedures.....</b>                 | <b>22</b> |
| 3.6.1 The Planning of the Actions.....              | 22        |
| 3.6.2 The Implementation of the Actions.....        | 22        |
| 3.6.3 Classroom Observation and Evaluation .....    | 23        |

|  |    |
|--|----|
| 3.6.4 Data Analysis and Reflection of the Actions .....                        | 23 |
| a. Data Analysis .....   | 23 |
| b. Reflection .....  | 24 |
| <b>IV. RESEARCH RESULTS AND DISCUSSION</b>                                     |    |
| <b>4.1 The Results of the Actions in Cycle 1</b> .....                         | 26 |
| 4.1.1 The Results of students' Vocabulary Achievement Test in<br>Cycle 1 ..... | 27 |
| 4.1.2 The Results of Observation in Cycle 1 .....                              | 29 |
| 4.1.3 The Results of the Reflection in Cycle 1 .....                           | 32 |
| <b>4.2 The Result of Supporting Data</b> .....                                 | 33 |
| 4.2.1 The Result of Interview.....   | 33 |
| 4.2.2 The Result of Documentation.....   | 33 |
| <b>4.3 Discussion</b> .....  | 34 |
| <b>V. CONCLUSION AND SUGGESTIONS</b>   |    |
| <b>5.1 Conclusion</b> .....  | 37 |
| <b>5.2 Suggestions</b> .....   | 37 |
| 5.2.1 The English Teacher .....  | 37 |
| 5.2.2 The Students.....  | 38 |
| 5.2.3 The Other Researchers .....  | 38 |
| <b>REFERENCES</b> .....  | 39 |
| <b>APPENDICES</b> .....  | 41 |

## THE LIST OF TABLES AND FIGURES

| <b>A. List of Tables</b>  | <b>Page</b> |
|---|-------------|
| 3.5.2 Observation Checklist.....  | 20          |
| 4.1.1 The Result Score of Students' Vocabulary test.....                            | 27          |
| 4.1.2 The Result of the Observation in Cycle 1 .....                                | 29          |
| <br>  |             |
| <b>B. List of Figures</b>   | <b>Page</b> |
| 3.1 The Design of the Classroom Action Research.....                                | 15          |
| 4.3.1 The Percentage of the students Participation of the Action in<br>Cycle 1..... | 34          |

## THE LIST OF APPENDICES

| <b>Appendix</b>  | <b>Page</b> |
|--|-------------|
| A. Research Matrix.....  | 41          |
| B. Guide of Interview and Documentation.....   | 43          |
| C. Observation Guide for Students' Participation.....  | 44          |
| D. Lesson Plan Cycle 1 Meeting 1.....  | 45          |
| E. Lesson Plan Cycle 1 Meeting 2.....  | 53          |
| F. Vocabulary Test Cycle 1.....  | 60          |
| G. Answer Key Cycle 1 Meeting 1.....   | 62          |
| H. Answer key Cycle 1 Meeting 2.....   | 63          |
| I. Answer key of Vocabulary test.....  | 65          |
| J. The Results of Observation .....  | 66          |
| K. The Result of Students' Vocabulary test.....  | 68          |
| L. The Samples of Students' Answer Sheets in Vocabulary Test.....  | 70          |
| M. The Name of Research Subject.....   | 74          |
| N. Permission Letter for Conducting Research from the Faculty<br>of Teacher Training and Education of Jember University..... | 75          |
| O. Statement Letter for Accomplishing the Research<br>from SD Muhammadiyah 01 Kencong Jember.....                            | 76          |
| P. Consultant Sheet.....   | 77          |



## SUMMARY

**Improving the Fourth Grade Students' Vocabulary Achievement and Active Participation by Using English Children Songs at SD Muhammadiyah 01 Kencong in the 2012/2013 Academic Year;** Anggia Dewi Permata Sari, 050210491031; 2013; 38 pages; English Language Education Study Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

Consultants: 1. Dra. Siti Sundari, M.A

2. Drs. Sudarsono, M.Pd

Vocabulary is one of the English components that has an important role in learning English. If the students' lack of vocabulary, they will be difficult to communicate each other, exchange their ideas and do not understand what the other says. Based on the preliminary study at SD Muhammadiyah 01 Kencong, it was found that the fourth grade of SD Muhammadiyah 01 Kencong still had difficulties in memorizing new vocabularies. Their difficulties were caused by lack of knowledge of vocabulary or their unwillingness to find the meaning of words by using a dictionary. Beside that, the problem faced by the teacher in the class is the students were still pasive in joining the class. Classroom activities were still teacher centered, based on the teacher information. This passive situation occured because the students might feel bored with the classroom situation. It can be proved from the students' score that only 57,5 % of the students who got 60 or more while the minimum requirement standard score for English of the school is 60. Additionally, only 50 % of students were active in the learning process. Therefore, this class was chosen as the research subject of this research.

Considering the problems above, this research was undertaken to overcome the students' problem by using English children songs. English children songs could help students memorize the words easily since the words in English songs are



frequently repeated so that the students will be familiar with the vocabulary used. This means that the English songs were able to arouse the students' motivation and improve the students' vocabulary achievement.

The Classroom Action Research with the cycle model was applied in this research. The action research was carried out to improve the students' vocabulary achievement by using English children songs at SD Muhammadiyah 01 Kencong. This classroom action research consisted of cycle, in which each cycle covered the stages including: planning of the action, implementation of the action, class observation and evaluation, and reflection of the action. This research was done collaboratively with the English teacher of SD Muhammadiyah 01 Kencong. Each cycle was conducted in two meeting. The primary data about the students' vocabulary achievement were gained from the test done in each cycle in the third meeting. Meanwhile, the supporting data were gathered from interview and documentation. The reflection was done based on the findings during the implementation of the actions and compared to the criteria success, including (1) at least 70% of the research subjects get score  $\geq 70$ , (2) at least 70% of the students were actively involved in the teaching learning process of vocabulary using English children songs.

The result of the action in the first cycle showed that In addition, there was 75 % or 30 students of 40 students had scores at least  $\geq 70$ . Concerning with this activeness, based on the classroom observation it was found that there were 29 students or 72,5% in meeting 1 and 75% or 30 students of 40 students in meeting 2 who were actively involved in the teaching learning process of vocabulary in cycle 1. In other words, the results of the action in the first cycle achieved the target of this research. Therefore, the action was stopped.

Finally, it could be conclude that the use of English children songs could improve the fourth grade students' vocabulary achievement at SD Muhammadiyah 01 Kencong. Therefore, the English teacher was suggested to use English songs as an alternative media in teaching vocabulary.



## I. INTRODUCTION

This chapter consists of some aspects dealing with the topic that include the background of the research, problem of the research, objective of the research and the significance of the research.

### 1.1 Background of the Research

English as an international language has been decided to be the first foreign language in Indonesian schools. It must be taught at elementary school as a local subject and at junior and senior high school as a compulsory subject. A good English learner should master four language skills. They are listening, speaking, reading and writing which should be taught integratedly with the language components, namely; vocabulary, grammar and pronunciation.

If one of the four skills is not good, it will influence another skill. As quoted by Sukarno (2000:1) that the weaknesses on one of the skills will influence the ability of using the other skills. Vocabulary is one of the English components that has an important role in learning English. If the students lack of vocabulary, they will be difficult to communicate each other, exchange their ideas and do not understand what the other says. According to Spears (2000:1), a good vocabulary is essential for a good comprehension skill. Further, Fardhani (1994: 1) says that vocabulary is an important area of language because vocabulary or words are tools of thought. If students do not know the meanings of many words, they will have difficulties in understand the text.

Based on the interview which was conducted on 6<sup>th</sup> October 2012 – 7<sup>th</sup> October 2012 with the English teacher of the fourth grade students of SD Muhammadiyah 01 Kencong in the preliminary study, it was known that the fourth grade students have difficulties in memorizing new vocabularies. Their difficulties were caused by lack of knowledge of vocabulary or their unwillingness to find the meanings of words by



## REFERENCES

### Books;

- Ali, M. 1993. *Startegi Penelitian Pendidikan*. Bandung: PT. Angkasa
- Arikunto, S. 1998. *Procedure Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta
- Cross, D. 1992. *A Practical Handbook of Language Teaching*. London: Prentice Hall
- Elliot, J.1991. *Action Research for Educational Change:Developing Teachers and Teaching*. Philadelphia: Open University Press
- Fardhani, A. E.1994. *Practice for Your English Vocabulary*. Jember. Jember University Press
- Fraenkel, R.J and Wallen, N.E.2000. *How to Design and Evaluate Research in Education*. Boston: Mc Graw Hill
- Hadi, S. 2000. *Metodology Reseach Jilid 4*. Yogyakarta: Andi Offset
- Hatch, E and C. Brown. 1995. *Vocabulary, Semantic and Language EducationTeaching*. Cambridge: Cambridge University Press.
- Heaton, J.B. 1991. *Writing English Language Test*. London: Longman Inc
- Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press
- Karim, M and Hasbullah, F.A. 1986. *Language Teaching Media Modul 4-6*. Jakarta. Karunia
- Kasbolah, E.S.Kasihani.1996. *Penelitian Tindakan Kelas*. Jakarta. Dirjen Dikti
- Mc Carten, J. 2007. *Teaching Vocabulary*. Cambridge: Cambridge University Press
- Mc Millan, J.H.1992. *Educational Research:Fundamental for The Consumers*. New York: Harper Collins Publisher
- Mukti, H. F. 2004. *Complete English Grammar*. Yogyakarta. Absolut
- Rivers, W. M. 1987. *Interactive Language Teaching*.Cambridge: Cambridge University Press

Spears, D. M. 2000. *Improving Reading Skill*. New York. The Mc GrawHill Companies

Sukarno. 2000. *A Study of English Vocabulary: Meanings, Selecting and Mastering*. Jember. Jember University Press.

Thomson, A. J and A.V Martinet. 1986. *Practical English Usage*. Oxford: Oxford University Press

Thornburry, S. 2002. *How to Teach Vocabulary*. London: Longman

William, C. B. 1970. *Style and Vocabulary*. New York: Hafner Publisher Comp

#### **Journals:**

Mora, C.F. 2000. Foreign Language Acquisition and Melody Singing. *ELT Journal vol 54*. Oxford: Oxford University Press

Widodo, H.P. 2004. Pengajaran English Untuk Young Learner (EYL) Melalui Games, Nursery Rhymes, Songs and Storytelling. *TEKNOBEL vol V no. 1 Maret 2004*. Jember: Universitas Jember

#### **Thesis:**

Valentina, R .2010. The Effect of Using English Songs on the Fifth Year Students' Vocabulary Achievement of SDN Kasiyan 03 Puger. Jember University. Unpublished S1 Thesis.

#### **Websites:**

Lynch, L. M. 9 Reason Why You Should Use Songs to Teach English as a foreign Language. Available at: <http://www.Eslbase.com/article/songs-for-English.html>. (Retrieved on October 01, 2012)

<http://www.britishcouncil.org/kids-songs-jobs.htm>

<http://songsforteaching.com/jackhartmann/learningcolors.htm>